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ABSTRACT

This publication reports the results of a statewide survey in Texas of 6,000 students, parents, educators, and representatives from business and industry to determine what were felt to be the basic components for student development in career education. The survey was conducted by a steering committee for the Assessment of Career Education, which reviewed curriculum literature on career education, visited career education projects, held work-group conferences, and compiled a list of almost 300 student characteristics that could be developed through career education. These outcomes were in turn reviewed and rated in terms of being either basic for all 17-year-olds, desirable for some 17-year-olds, or inappropriate for development in the schools. As a result of this rating process, 177 outcomes were determined as basic, and these have been sorted into nine categories. The document lists the 177 basic outcomes, under these nine headings: (1) Career Planning and Decision Making; (2) Career Information; (3) Job Acquisition and Retention; (4) Attitudes and Appreciation for Career Success; (5) Skills in Human Relationships for Careers; (6) Self-investigation and Evaluation for Career Success; (7) Personal/Work/Societal Responsibilities; (8) Economic Factors Influencing Career Opportunity; and (9) Educational/Career Opportunity Relationships. (LH)

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1 CAREER PLANNING AND DECISION MAKING • 2 CAREER AND OCCUPATIONAL INFORMATION • 3 JOB ACQUISITION AND RETENTION • 4 ATTITUDES AND APPRECIATION • 5 SKILLS IN HUMAN RELATIONSHIPS • 6 SELF-INVESTIGATION AND EVALUATION • 7 PERSONAL /WORK/SOCIETAL RESPONSIBILITIES • 8 ECONOMIC FACTORS INFLUENCING CAREER OPPORTUNITY • 9 EDUCATION /CAREER OPPORTUNITY RELATIONSHIPS •

BASIC LEARNER OUTCOMES FOR CAREER EDUCATION

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
1973

CE 005174

Developed by - -

Division of Program Planning
and Needs Assessment
Texas Education Agency

Compiled under the direction of - -

Assessment of Career Education
Steering Committee
Texas Education Agency

& Partners in Career Education
Arlington, Texas

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Introduction

In 1972 the Texas Education Agency selected career education as one of the nine statewide priority areas of concern. In April 1973 the Agency reaffirmed this position of importance for career education by selecting it as one of three top priorities for development.

A steering committee for the Assessment of Career Education (ACE) was appointed by the Texas Education Agency and given the responsibility for planning and conducting a statewide assessment of Texas students in the area of career education. The ACE Steering Committee, with representatives from program development, school administration, guidance, vocational education, special education, career education and planning, conducted two activities during the 1972-73 school year. The committee:

1. Investigated available tests for measuring student performance in the area of career education and pilot tested two of these.

2. Conducted a survey of students, parents, educators and representatives from business and industry to determine what Texans believed student development should be in terms of career education.

This publication reports the results of the second activity.

As the ACE Steering Committee proceeded to plan a statewide assessment of career education, it became evident that a well-defined picture of what should be accomplished in career education was not available. The statewide survey was conducted to better define career education in terms of the attitudes, knowledge, and skills expected of 17-year-old students. Since career education is not viewed as a separate program or course in the Texas schools, these student characteristics should provide direction to future curriculum planning and development efforts at the local, regional and state levels.

About the Study. . .

In cooperation with a special project called, "Partners in Career Education" (sponsored by the Dallas and Fort Worth school districts and education service centers in regions X and XI), the ACE Steering Committee conducted a statewide survey based on the question, "What should an individual look like when he or she is 17 years old and has become adequately developed in terms of career education?". The Partners' staff reviewed the curriculum literature on career education, visited career education projects both in Texas and other states and held work-group conferences with students, parents, educators and representatives from business and industry. In this fashion, a listing of almost 300 student characteristics that could be developed through career education was compiled. These student behaviors or characteristics, called "student outcomes," were submitted to students, parents, educators, business/industry representatives and others for review. Approximately 6,000 individuals participating in the study were asked to rate these student outcomes as either basic for all 17-year-olds, desirable for some 17-year-olds or inappropriate for development in the schools.

The respondents to the survey were asked some additional questions about themselves in order that the results could be analyzed by ethnicity, sex, size of community, income, age, etc.

For a student outcome to be accepted as "basic" in this survey, a majority of the persons must have rated it as basic and no identifiable population (as determined by ethnicity, sex, size of community, income, age, etc.) could judge an outcome to have a mean score below 1.5 on the following 2 point scale:

2.0 = basic
1.0 = desirable
0 = inappropriate

From the 300 outcomes submitted to Texans, 177 were identified as basic. The remainder of the outcomes included in the validation survey were rated as desirable. None of the outcomes was found to be inappropriate since none of them received a mean score below 0.5.

Results of the Study. . .

The "basic" outcomes to be achieved with all Texas students have been sorted into nine categories to assist in communication. Generally, these nine categories may be defined as follows:

Category	Outcomes were included in this category if they dealt with
1 - Career Planning and Decision Making	Goal setting; understanding the importance of a planning process; assistance in decision making; career choices
2 - Career and Occupational Information	Identification of sources of occupational information; obtaining information about careers

3 - Job Acquisition and Retention	Skills that one should have to locate and interview for a specific job; skills and understandings that one should have to remain employed
4 - Attitudes and Appreciation for Career Success	Attitudes toward work; feelings about task accomplishment
5 - Skills in Human Relationships for Careers	Interpersonal relationships; group dynamics; attitudes toward the possession of human relationship skills
6 - Self-investigation and Evaluation for Career Success	Examination of self in relation to careers; assessment of self concept; appraisal of interests and capabilities
7 - Personal/Work/ Societal Responsibilities	Citizenship; relationship with and responsibilities to fellow men, job, etc.
8 - Economic Factors Influencing Career Opportunity	Understanding how various economic conditions affect a person; how a person interacts in the economy
9 - Education/Career Opportunity Relationships	Understanding the relationship of education (formal or informal) to career opportunities; understanding the relationship of education or training to specific job requirements; the student's attitude toward education or learning and career opportunities

The following pages of this publication list each of the 177 basic outcomes under one of these nine categories. For additional information about these statements, the survey or possible application/utilization of these results, contact:

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Basic Learner Outcomes For Career Education

1. Career Planning and Decision Making

1:01 The student should be able to define the term "goal."

1:02 The student should be able to apply decision-making steps to solve a personal problem and to make a career choice.

1:03 The student should understand the necessity for having a satisfying job when setting a career goal.

1:04 The student should understand that an individual will work better when personal goals are accurately matched to career choice.

1:05 The student should be able to identify career directions which are available. He or she can:

- Prepare for immediate employment after secondary school.
- Enter a trade or technical school for advanced skill training.
- Enter a college or university for specialized training in a career area which requires a degree.
- Follow other directions.

1:06 The student should be able to identify sources which will help in forecasting the demand for his or her career choice on community, state and national levels.

1:07 The student should be able to use his or her own resourcefulness to solve personal problems, for example:

If the student wants to go to college but there is not enough money for tuition, he or she could look for a job, put in a request for financial aid or apply for a loan.

1:08 The student should realize the benefits gained from talking to parents, friends and neighbors about jobs.

1:09 The student should identify examples of the necessity for putting first things first, such as:

> If he or she chooses to buy a new car before acquiring enough money, he or she may lose the car thus damaging his or her credit and making it difficult to buy another car.

1:10 The student should realize that he or she should be able to request assistance from teachers, counselors and/or the librarian regarding how to find and use sources of information, such as: college catalogs, occupational references and government publications.

1:11 The student should understand that school counselors can help locate sources of financial assistance and career information and help resolve conflicts in career goals.

1:12 The student should understand that many factors determine lifestyle, such as: income, culture, value system and career.

2. Career and Occupational Information

2:01 The student should realize the benefit of talking with qualified people working in areas of interest to him or her about such things as work environment, necessary training, personal fulfillment, salaries, advancement opportunities, problems encountered in reaching that goal and how they become that kind of worker.

2:02 The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice, for example:

> A student would not want to enter an occupational field that does not need workers, and where there are many workers unemployed in a field currently.

2:03 The student should be able to describe worker qualifications for specific jobs which are related to his or her particular career choice, such as:

> Sales occupations, auto salesperson--high school diploma, generally accepted minimum age, 21; tactful, well-groomed, expresses self well, initiative, aggressiveness, self-confidence and determination to get through slow sales periods.

2:04 The student should be able to identify job categories in which he or she has some interest, and list under each category identified: the various job titles, the educational requirements, and the employment outlook for each job title.

2:05 The student should be able to identify and locate information about jobs which will aid him or her in making a career choice, such as: availability, pay, location and openings.

2:06 The student should recognize that many places of employment have worker benefits such as retirement plans, hospitalization, life insurance and incentive programs which are profitable only if the employee remains with the company for a period of years.

2:07 The student should understand how job characteristics, such as: hours, environment, co-workers, extra benefits, location, advancement opportunities and salary play a major role in the selection of a career according to an individual's needs and interests.

2:08 The student should be able to understand the necessity for time clocks at many places of employment and how a time clock is used.

2:09 Using his or her own career choice, the student should be able to describe: (1) entry level skills and/or qualifications required and (2) job experience and/or qualifications required to advance to the next level.

2:10 The student should be aware of various jobs he or she can have with the same skills.

2:11 The student should be able to find and talk to people who are working in the career area of his or her choice.

2:12 The student should know the opportunities for advancement in his or her career choice.

3. Job Acquisition and Retention

3:01 Given a sample employment application, the student should be able to neatly and accurately fill in all blanks, indicating "n/a" for those statements which do not apply.

3:02 The student should be able to demonstrate appropriate skills, such as he or she should:

- Have a social security number, and the names, addresses and phone numbers of references readily available.
- Indicate types of jobs preferred and expectations of the job; e.g., hours, pay and experience to be gained.
- Answer questions as promptly and as accurately as possible.
- Be appropriately groomed and dressed.
- Use acceptable manners and good posture.
- Ask questions regarding fringe benefits, advancement opportunities, training and union membership.
- Show enthusiasm.

3:03 The student should be able to identify acceptable and unacceptable interview behaviors.

3:04 The student should be able to demonstrate a knowledge of how to use a telephone and phone book to get information regarding the public transportation system.

3:05 Given information regarding the location of a place of work in relationship to the location of home, time for reporting to work, the nonavailability of a cafeteria or personal parking at the work place, and the availability of two ten-minute coffee breaks during the work day; the student will be able to determine how long it will take him or her to get to work using private and/or public transportation, what time he or she must arise in the morning to get to work on time, the most appropriate times to take care of his or her personal toilet needs, where to park his or her automobile if applicable and what he or she will do about lunch.

3:06 Given a hypothetical situation, the student should be able to determine how much it will cost him or her to work, for example:

- Situation: The student has been offered a job paying $80.00 per week net. How much of the salary will be used for work costs?
- Student response: It costs 80¢ a day to ride the bus; $3.00 per week for foods, which can be used for preparing sack lunches; $18.00 per week for child-care and $2.50 per week for coffee. The total costs per week would be $27.50 not including such things as union dues and additional money spent for appropriate work clothing.

3:07 The student should be able to give examples of ways in which he or she might present himself or herself in order to improve his or her chances for success on the job, such as:

If one consistently produces quality work and gets along well with other employees, chance for success will be greater.

3:08 The student should be able to identify basic skills he or she possesses which can become salable in the job market and various types of part-time employment which could be obtained with each skill identified.

3:09 The student should be able to identify examples of work habits and attitudes necessary for successful entry into a chosen occupation, such as:

> Bank teller--punctuality, mathematical accuracy, appropriate dress, pleasant personality and helpfulness to others.

3:10 The student should understand that in order to become a manager or supervisor, it may be necessary to start at a lower level.

4. Attitudes and Appreciation for Career Success

4:01 The student should be concerned with the concept of quality in relation to a task or job.

4:02 The student should possess a positive attitude toward the quality of his or her work in a given area, displaying the awareness of an enriched self-concept due to this quality, for example:

> A student might say, "Because I do "X" well, it makes me more eager to try "Y", as I know I can do some things well."

4:03 The student should recognize that attitudes toward work are formed from various sources, such as: age, education, sex, family socio-economic level and background, work experience, peer group attitude and predominant attitude of one's culture.

4:04 The student should want to work for personal satisfaction and independence.

4:05 The student should understand the importance of staying with a task until it is completed.

4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

4:07 The student should display an awareness of one's need to experience personal satisfaction through one's own accomplishments, recognizing what satisfaction is and that it can be different for different individuals.

4:08 The student should display pride in his or her work and work products.

4:09 The student should be able to give an example of when personal satisfaction comes from doing a job well rather than from a supervisor's approval.

4:10 The student should understand the importance of being consistent and persistent.

4:11 The student should realize that work has dignity.

4:12 The student should be able to exhibit patience when approaching a new learning situation.

4:13 The student should communicate an understanding of the need to talk on some occasions and the need to listen in other situations.

4:14 The student should be active in the planning of his or her career development and should seek help when advice, assistance and/or direction are needed.

4:15 The student should be able to respect authority and give an example of the necessity for this attitude on the job.

4:16 The student should be able to identify different attitudes toward work, such as:

> Some individuals work only for the money.
> Some people find their work absorbing and rewarding.

4:17 The student should have a positive attitude toward putting in a day's work for a day's pay.

4:18 The student should demonstrate the development of positive attitudes toward specific occupations, understanding their usefulness and dignity within society.

4:19 The student should understand the need for employers to be loyal to their employees.

4:20 The student should display a positive attitude toward employees showing loyalty to employers.

4:21 The student should understand that as an employee he or she should comply with reasonable decisions made by other persons with legitimate authority such as the supervisor or boss.

4:22 The student should understand that as an employee he or she should be able to work well with others in reaching common goals of the company.

4:23 The student should recognize that there are times when a great deal of work will have to be done in a short period of time so everyone will have to work at full capacity and anyone who cannot produce under pressure will be of little value to an employer in such situations.

4:24 Given a list of appropriate and inappropriate behaviors and attitudes, the student should be able to indicate which items are appropriate or inappropriate for the majority of occupations, such as: laziness, flexibility, punctuality, extreme dress and inability to accept authority.

4:25 The student should understand that there are others capable of doing a particular job right; otherwise, if this is not realized he or she could become difficult to work with and be replaced.

5. Skills in Human Relationships for Careers

5:01 The student should understand the benefits of attempting to solve problems on the job in a tactful manner, for example:

> A fellow worker constantly wants to gossip with you about other co-workers. You might tell him that it is the supervisor's job to insure that workers conduct themselves appropriately on the job. Or, you might find something positive to say about a worker whenever a negative statement is made.

5:02 The student should understand how being helpful on the job can be beneficial or can have a negative effect, for example:

> A friendly offer of help by a co-worker can have a positive effect. Helpfulness may have a negative effect when it is done out of a need to dominate another person or from an inability to accept the fact that things might be done in different ways.

5:03 In a problem work situation, the student should be able to identify the principal parties involved and indicate suggestions for solving the problem, for example:

> Problem: consistently tardy employee.
> Principals: supervisor and employee.
> The supervisor might call the employee in for a personal conference, and the supervisor might insist that the employee cease being tardy or be fired in the near future if the situation is not corrected.

5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

5:05 The student should be able to understand the difference between the relationship of a worker to a superior, and of a worker to a peer, for example:

> Teacher/principal--relates to principal as an authority figure and as a solver of difficult problems. Teacher/other teachers--relate to one another as a friend and confidant, even as a competitor.

5:06 The student should be able to understand why it is necessary to exhibit "good" manners both on the job and in social relationships.

5:07 The student should understand that as an employee he or she should not make unnecessary criticisms of supervisors or others in the presence of co-workers.

5:08 The student should display a positive attitude toward all individuals working and enjoying the fruits of their labor regardless of race, religion, sex, ethnicity or socio-economic status.

5:09 The student should display respect for people of different races or ethnic origins.

5:10 The student should be able to understand how attitudes based upon prejudice affect behavior of other individuals, for example:

> If he or she feels all blacks are inferior, blacks may sense this and become hostile toward him or her.

5:11 The student should be able to understand factors which contribute to prejudice, such as: misinformation, parental and/or peer attitudes, isolated experiences and personal insecurity.

5:12 The student should be able to give examples of the advantages and disadvantages of being a leader and/or a follower.

5:13 The student should recognize that there are disadvantages to being a leader, such as a leader:

- Must accept the consequences for bad judgment.
- Is depended upon by many other people.
- Must recognize that it takes others to aid in the implementation of innovations.

5:14 The student should be able to give examples of appropriate occasions where transfer from the role of leader to the role of follower is beneficial, such as:

- When involved in a team effort where the expertise is varied, it is necessary to become a leader when your expertise is needed, and to follow the direction of other leaders when their expertise is the area of priority.
- In the home as a teenager, one often follows the leadership of parents; however, if there is no parent present, one often assumes the leadership role in directing peer behavior in an appropriate manner. For example, when the mother is ill, the oldest child often assumes the role of a leader in getting the younger children fed and off to school.

5:15 The student should understand that there are other individuals with whom he or she, as a worker, must interact.

5:16 The student should understand the benefits of, and necessity for, being sensitive to others.

5:17 The student should be able to indicate why a pleasing personality is necessary on the job and in social situations.

5:18 The student should be able to understand that there will be many instances in life when compromises will be necessary.

5:19 The student should possess the ability to meet people, make appropriate introductions and chat with them for short periods of time.

5:20 The student should understand the importance of sharing one's time and talents with others.

5:21 The student should know when it is acceptable or unacceptable to use what might be considered profane language.

5:22 The student should be able to understand that some means of communication work more effectively in some situations than others.

5:23 The student should understand that chronic complainers are irritating to their fellow workers.

5:24 The student should be willing to communicate, project his or her thoughts and/or express his or her feelings.

5:25 The student should be able to identify traits which are essential to having a pleasing personality.

Self-investigation and Evaluation for Career Success

6:01 The student should know that he or she should be able to seek counseling from school, public and/or private counselors on problems about school, home, career choice, career requirements, lifestyles and/or getting along with other people.

6:02 The student should be able to identify his or her capabilities which are related to his or her career direction, for example:

Works better with his or her hands.
Or, works better with his or her mind.

6:03 The student should be able to identify his or her interests which are related to his or her career direction, for example:

Likes working outdoors or indoors. Or, likes working with groups or alone.

6:04 The student should be able to understand the factors which will have some influence on his or her career options, for example: personal characteristics, training requirements, financial rewards, parental attitudes, cultural obstacles (racism, sex discrimination), unreasonable aspirations in terms of abilities, possibility of becoming locked into narrow fields of specialization and/or lack of vital information.

6:05 The student should understand the need for recognizing his or her own faults or limitations.

6:06 The student should be able to list successfully completed academic and/or occupational courses which have helped prepare him or her for additional training or immediate employment in the career field of his or choice.

6:07 The student should understand that he or she has certain physical, social and mental characteristics which are different from others.

6:08 The student should understand that one's view of life comes from one's personal value system.

6:09 The student should be able to identify the skills which he or she has which are necessary for success in the career area of his or her choice.

6:10 The student should understand that how he or she views himself or herself--self-concept--influences his or her ability to succeed.

6:11 The student should understand that having a good self-concept gives an individual a greater ability to try "new" things, meet and get along with others and develop a more secure and stable view of the future.

6:12 The student should understand that one applies or rejects values into one's personal philosophy by questioning one's likes or dislikes when meeting new ideas, trying the new ideas on for size, and then applying them to one's value system or discarding them.

6:13 The student should be able to identify factors which influence or govern his or her social development, such as: family, church, legislation and peer groups.

6:14 The student should be able to indicate examples of individual differences, such as:

> Some people are better at manual tasks than others. Some people are better at routine-type jobs than others. Some people are more artistic than others.

6:15 The student should know whether or not he or she is usually persistent and consistent.

6:16 The student should understand that there are many situations in which it will be necessary to make adjustments.

6:17 The student should be able to understand the relationship of satisfaction to successful achievement.

7. Personal/Work/Societal Responsibilities

7:01 The student should be able to give examples of how the quality of one's work can affect one's vocational or professional status, such as:

> A dentist may not have many patients if his work is of a poor quality. A mechanic may not have much business if his customers are not satisfied with the quality of his work.

7:02 The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.

7:03 The student should be able to discuss what might be the consequences to himself or herself and others if he or she does not practice good work habits.

7:04 The student should understand the consequences of not working.

7:05 The student should understand the rights granted an individual by our social and political institutions concerning such matters as property and freedom, for example:

- Citizens have various rights guaranteed by the constitution and may exercise these rights as long as they do not infringe on the rights of others in the process.
- One has the freedom of speech but not to slander or defame the character of other persons.
- An individual has the freedom of movement in this country but not to trespass on the property of others.
- One has the right of self-defense but not the right of murder or assault.

7:06 The student should know the laws that protect the rights of workers, children and others in the work world.

7:07 The student should be able to understand that there are members of our society who are unable to provide incomes for themselves and that our society has taken responsibility for supporting certain people, such as orphans and the aged.

7:08 The student should understand that services such as education, police protection and highways are provided by city, county, state and/or federal governments and paid for with tax money.

7:09 The student should be able to give examples of irresponsible behavior on his or her part and indicate: (1) what the consequences were and (2) what might have been done in the situation to exhibit responsible behavior.

7:10 The student should understand the consequences for non-compliance to modes of behavior determined by the society, for example:

- Not paying federal income tax--imprisonment
- Not doing required school work--receive poor grades
- Not respecting others' property--be severely reprimanded, possibly sued or put in jail
- Disregarding the safety of others--injure self, or others and possibly sued
- Not possessing driver's licence when driving--incur fine and possible imprisonment

7:11 The student should be able to identify responsibilities to himself or herself and responsibilities to fellow workers when performing a task or job.

7:12 The student should be able to give several examples of good work habits, such as punctuality and planning one's work.

7:13 The student should display a positive attitude or respect toward his or her country and participation in the American political and economic systems.

7:14 The student should understand that criticism can be constructive when it promotes reform through correction of social, political and/or economic ills.

7:15 The student should realize that nationalism, or loyalty to one's country, can contribute to progress and growth of the people and the system.

7:16 The student should understand that participation through voting, becoming informed and participating in reform "causes" can make the system more responsive to its populace.

7:17 The student should understand that non-participation and/or destructive acts can threaten the rights of others.

7:18 The student should understand current problems.

7:19 The student should want to work for the betterment and fulfillment of the goals of society.

7:20 The student should be able to identify good safety habits which would apply on the job as well as at home.

7:21 The student should exhibit concern for the proper care and conservative use of equipment and materials on the job.

7:22 The student should have a positive attitude toward the conservation of environmental resources and toward the conservation of human resources.

7:23 The student should be able to understand the reasons for maintaining good health, for example:

> One cannot put forth his or her best effort when he or she does not feel physically fit.

7:24 The student should be able to discuss knowledgeably various aspects of drug abuse.

7:25 The student should understand the merit of good grooming and be able to identify examples of good grooming habits.

8. Economic Factors Influencing Career Opportunity

8:01 The student should understand that the benefits of technology are the production of new, more and better goods and services.

8:02 The student should realize that changes in technology will affect his or her work and lifestyle.

8:03 The student should understand that technology results in greater, faster and better production.

8:04 The student should be able to understand that technology has done away with jobs in the past and will do away with jobs in the future, making it necessary for the labor force to retrain.

8:05 The student should understand that technology can create the necessity for retraining in present jobs.

8:06 The student should be able to understand the necessity for money as a medium of exchange in our economy.

8:07 The student should understand that money is a medium of exchange.

8:08 The student should understand what interest is and why it is a necessary charge for using other people's money.

8:09 The student should understand that society finds it convenient to use money as a yardstick for measuring the relative worth of different goods and resources.

8:10 The student should understand that wages are what someone is paid for his or her time and effort.

8:11 The student should be able to understand the differences between gross income, net income and taxes.

- Gross Income--the total amount of money earned for performing a task or service before taxes
- Net Income--the income received for work excluding the amount paid out for taxes and fringe benefits
- Taxes--a compulsory payment of a percentage of income for the support of the government

8:12 The student should understand that price is the amount that the producer will accept in exchange for goods or services.

8:13 The student should understand that wages and prices are tied closely together and that as one goes up, usually the other will follow.

8:14 The student should be able to understand that higher wages sometimes lead to higher prices and higher wages affect his or her personal economy, for example:

> Auto workers getting a raise may result in higher prices of cars.

8:15 The student should understand that decisions of buyers and sellers determine the prices of resources and materials.

8:16 The student should understand that it takes resources such as labor and/or materials to produce goods and services.

8:17 The student should realize that there are many factors that affect the supply of items or services for sale, such as: labor and material resources, prices of related goods and technology.

8:18 The student should understand the need for not buying items which are priced too high or are of poor quality so that the producers of over-priced or poor quality goods will know that people do not want them.

8:19 The student should understand that the prices of products are determined by matching the amount supplied with the amount demanded.

8:20 The student should understand that if he or she spends time or money on one item or thing, he or she gives up doing or buying something else with his or her time or money, for example:

> If a student received $1.00 as a weekly allowance, the student could possibly go to a movie, have a hamburger and a drink or save the dollar. By choosing one of the things, such as saving the $1.00, the student must give up the other two.

8:21 The student should understand income and expenditures in managing a household budget.

8:22 The student should identify various reasons for using a bank.

8:23 The student should understand the importance of saving money.

8:24 The student should be able to identify a variety of possible deductions which could be taken out of his or her gross wages, such as: social security, health or life insurance payments and union or professional dues.

8:25 The student should be able to define the word "savings."

8:26 The student should understand the principle of scarcity, that is, that there are limitations on the amount of economic goods, including raw products and finished goods, which are available at any given time.

8:27 The student should understand the concept of consumer influence on what and how many goods and services are produced, for example:

> If people do not buy meat, ranchers will not have an income to buy the things needed to raise cattle, and they will not be able to buy their own food or pay their rent.

8:28 The student should understand the differences between someone who produces goods and someone who provides services to others, for example:

- Goods--dressmaker, tractor manufacturer, farmer, housing contractor, can manufacturer
- Services--barber, mechanic, minister, dentist and television repairman

8:29 The student should understand that when people do separate and different tasks they create more dependence in the society, for example:

> One person is a good shoemaker, another builds houses well and another is a good farmer. They will have more and better items by exchanging work products rather than trying to do everything for themselves.

8:30 The student should understand that specialization of labor allows each man to work at what he does well.

8:31 The student should understand that we must depend on other people, businesses and communities for our basic needs, such as food, shelter, health care and education.

8:32 The student should be able to identify basic areas of employment provided by our economic system, for example: large business concerns; small business concerns; self-employment; and federal, state or local government jobs.

8:33 The student should be able to identify the goals of the American economic system, for example: freedom of choice and equality of opportunity.

9. Education/Career Opportunity Relationships

9:01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal, such as:

> An accountant needs an understanding of mathematics. A doctor needs an understanding of anatomy and chemistry.

9:02 The student should be able to identify learning experiences in school which have improved his or her ability to follow a particular career direction and/or enabled him or her to make a necessary career adjustment.

9:03 The student should be able to identify learning experiences outside of school which he or she feels are or were important to his or her choice of a career direction.

9:04 The student should be able to identify courses which are available in school and specialized training programs offered for full-time employment.

9:05 The student should have a positive attitude toward the importance of reading at the minimum level, such as traffic signs and newspapers.

9:06 The student should try to improve his or her minimum reading skills to a level matching his or her potential.

9:07 The student should be able to add, subtract, multiply, divide and compute simple percentages to calculate change, wages, some taxes and handle a checkbook.

9:08 The student should demonstrate skills, such as: reading a thermometer, following directions in recipes, reading dials on an automobile dash, using simple gardening tools, running household appliances, setting dials on television sets, and using rulers and tape measures.

9:09 The student should be willing to ask questions when more information is needed or when he or she does not understand available information.

9:10 The student should be willing to learn new concepts and tasks.

9:11 The student should understand the need for good grammar and spelling in order to communicate with others.

9:12 The student should be able to write or print legibly a paragraph constructed in simple sentence form on a topic of his or her choice, using accurately spelled words.

9:13 The student should understand that writing is a communication skill which can reach a large population and has a great degree of permanence.

9:14 The student should understand that speaking is a skill which allows greater expression of emotion by tone and emphasis on words.

9:15 The student should understand that by listening and reading he or she can be exposed to and/or absorb the thoughts and knowledge of others.

9:16 The student should understand that listening is an important way to learn.

9:17 The student should understand that pictures, charts, graphs and movies are effective means of communication.

9:18 The student should be able to discuss the relationship between daily physical activity and physical fitness.